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ABSTRACT

A strategic plan was developed for the Arizona State University (ASU) College of Business. Development of the strategic plan involved creation of ASU Business Partners, a group of over 40 representatives from the business community working closely with 47 faculty members and students to create a model "business school of the future" and to assess the impact of the changing business environment on professional education and research programs. The strategic plan was based on a vision of the University presented by the ASU President, a vision of the College of Business presented by its Dean, a mission statement developed by the Steering Committee of ASU Business Partners, and five Task Force reports. The College's mission statement outlines its commitment to: continuous improvements in quality, development of students' ability to manage a diverse workforce, information technology, an academic curriculum that combines rigorous theoretical knowledge with development of practical skills, globalization, excellence in teaching, meaningful research, and the community. Objectives and key strategic tactics for achievement of those objectives are outlined in the areas of faculty, students, undergraduate programs, Master of Business Administration program, research, doctoral program, economic development, and organizational development. (JDD)

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**STRATEGIC PLAN
FOR THE
COLLEGE OF BUSINESS
ARIZONA STATE UNIVERSITY**

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May, 1993

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FOREWORD

In Fall, 1991, Larry E. Penley, Dean of the College of Business, discussed the necessity of a new strategic plan for the College with the Dean's Council of 100, the key business community support group for the College. The plan was to represent a strategic response to the changing climate for business education as well as a foundation for the College's role in the University's capital campaign.

Planning Process Initiated. The Dean's Council approved funds for developing a plan, called Business Partners, and it formed a Steering Committee, chaired by Richard Kraemer, President of UDC Homes, Inc., of distinguished business people, a small number of outstanding faculty, and a few excellent students. In order to assure the plan's consistency with the University's vision and mission, leaders of the Dean's Council met with ASU President Lattie Coor and Provost Milton Glick, both of whom endorsed the process.

Data and Surveys. Data were collected in a variety of areas (e.g., distribution and quality of students, research record, recruiting, resources) as a means of assessing the current position of the College relative to peers. Customer-oriented surveys were then developed in Spring, 1992, relative to the quality of education provided by the College from the perspective of Bloom's typology, and surveys were conducted of four target groups: current students, recent graduates, recruiters and employers of ASU graduates. Usable responses were received from 488 current students, 441 recent graduates, 70 recruiters, and 61 employers. The results of these surveys were elaborated by conducting nine focus groups among students, faculty, recruiters, and business employers.

With few minor variations, there was considerable consistency in the perceptions of strengths and weaknesses in the quality of student education. Respondents reported that students were strongest in their "Ability to interact with peers and colleagues" and their "Core knowledge of business in their major field." Conversely, they were lowest in "Ability to solve unstructured real world problems" and "Ability to manage people and the business environment." Although student ratings for "Written communication skills" fell in the middle of the range, both recruiters and employers rated this category low. In a set of related questions, respondents uniformly rated "Information accessibility" and "Physical facilities" the highest, and "Advisement" and "Class availability" the lowest.

Future of Business Education. A sub-committee of the Steering Committee developed a picture of future business education from the perspective of business needs. The "Futurist Committee" expressed the opinion that business education should be characterized by globalization, information technology, diversity, total quality, and skill-building (in addition to knowledge of business).

Task Forces. A tentative mission statement was developed by the Steering Committee, and five Task Forces were charged with developing strategies and tactics for the following areas: the Undergraduate Program, the MBA Program, the Doctoral Program, the Seidman Research Institute, and Faculty Development. Task Forces were composed primarily of faculty members, but each Task Force also included business people, students, and staff.

Strategic Plan. In May, 1993, the Steering Committee of Business Partners approved the mission and strategic plan that resulted from the task force reports. Clearly the plan is resource-dependent, and it is premised upon substantial external support, treatment of the College of Business as a priority within the University, and support for reallocations within the College.

INTRODUCTION

Any strategic plan for the College of Business must contain a vision and mission which are compatible with and supportive of the vision and mission of the University. In his inaugural address in March, 1990, Lattie F. Coor, ASU President, presented this vision of the University

This is the Arizona State University I envision for the future: a world-class university with multiple campuses, dedicated to serving this Valley and this state in closer, more effective ways than ever before; a university that will build peaks of excellence in our teaching and research, that will compete with the very best in the nation and the world; a university that will reduce its size on our main campus so that we can provide a high-quality, human-scale teaching and research environment at the same time we expand our historic capacity to serve all qualified Arizonans at multiple sites throughout the Valley; a university committed to helping Arizona reach those goals that will enable us to flourish as a society - full and complete representation of all who make up our rich cultural heritage not only in all walks of life on our campus but, increasingly, in all walks of life in the mainstream of our society; a university that will join forces with the appropriate and key elements of our community and state to build and sustain a vital and dynamic leading-edge economy; and a university that will help us, together, build strong schools, strong communities, and a better quality of life in our natural and built environment.

President Coor identified "four pillars" of the University: Excellence in Undergraduate Education; Recognition as a Research I University; Cultural Diversity; and Economic Development. In February, 1993, President Coor expanded the undergraduate pillar, outlining a program to improve undergraduate education for the '90s: (1) guaranteed course availability; (2) increased undergraduate graduation rates by 50 percent; (3) a model freshman year with at least four courses with ranked faculty members, one seminar style course, and at least one intensive writing course; (4) continuous improvement in quality; and (5) the creation of small college settings.

Within this context, Dean Penley has provided the following vision for the College of Business:

Our vision of the ASU College of Business is one of excellent professional education programs for its students and nationally recognized research programs. This is a vision of (1) a nationally recognized MBA and selected professional undergraduate programs of national distinction and (2) outstanding research and research programs, recognized for their publications in the most prestigious journals, substantially supported through grants and contracts, and for the placement of their students in research-oriented universities as well as prestigious public and private research organizations. This is a vision of a business school that recruits and retains nationally recognized scholars with a commitment to instructional and research excellence. It is a vision that depends on the recruitment and graduation of a highly qualified and diverse student body, and it is a vision that can only be realized with continual improvements in the quality of its programs. The College anticipates that realization of its vision will result in recognition among the 25 best public schools of business in the United States.

Mission. The following mission is positioned to realize this vision:

The mission of the College of Business is to expand the knowledge of business and to educate men and women for managerial leadership through research activities and professional educational programs that address issues of importance to future managers in a world characterized by demands for continuous improvements in quality; growing sophistication of information technology; globalized markets; racial, cultural, and gender diversity in the work force; and a demand for managers with practical, realistic skills.

The College of Business is a comprehensive, research school of business that recognizes that its success substantially depends upon its excellent faculty, their teaching, their scholarship, and their commitment to Arizona State University.

The College faculty recognizes that an excellent school of business will have excellent MBA programs that form the basis for national recognition of business education; while including a day MBA Program, they also include Evening and Executive Programs of comparable quality.

The College faculty, in concert with the mission of ASU, a large, comprehensive, public, metropolitan university, recognizes that, despite the national focus on the MBA as the measure of business education, its educational mission includes an emphasis on undergraduate business education.

The College makes a commitment to continuous improvement in the quality of its programs, and it endorses the use of cross-functional teams as a means to improvement.

The College makes a commitment to excellent teaching with its professional programs characterized by five themes: continuous improvement in quality, information technology, globalization, diversity, and skills.

The College makes a commitment to research that is published in the most prestigious outlets, that is meaningful to the business community, and that is supported through grants, contracts and the Seidman Institute.

Consistent with its research mission, the College makes a commitment to doctoral education that produces students with excellent teaching and research skills, with a general managerial perspective and the capability of funding their own research.

Strategies. In order to realize the College's vision, it proposes the following strategies that have been derived from its Business Partners planning process as a means of pursuing its mission.

1. The College will recruit, retain and nurture a highly qualified, diverse, internationally recognized faculty, capable of implementing the strategies included in this document.
2. The College will recruit, retain and graduate highly qualified and diverse students.
3. The College is committed to quality undergraduate education with a limited number of under-

graduate programs of national distinction along with a broad range of options for the study of undergraduate business.

4. The College is committed to offering a nationally recognized, full-time MBA program that is among the best of those offered by public schools of business and that will serve as a focal point for national recognition for the College. The College is also committed to Evening and Executive programs of comparable quality.
5. The College affirms its commitment to excellence in research and to a mission as a research school of business that takes responsibility for increasing our knowledge of business.
6. The College is committed to graduating doctoral students who may be placed in competitive and very competitive research universities in the United States as well as in governmental and business positions that are primarily research-oriented.
7. The College is committed to a partnership with the business community that results in its research and teaching contributing to the knowledge about business, the management of business, and regional economic development.
8. The College makes a commitment to an organizational structure, reward system, and operational procedures that are designed to implement the strategies and tactics associated with the pursuit of its vision and the realization of its mission.

SUMMARY OF KEY STRATEGIC TACTICS

Faculty

Strategy. The College will recruit, retain and nurture a highly qualified, diverse, internationally recognized faculty, capable of implementing the strategies included in this document.

The College will hire, retain and promote faculty with teaching skills appropriate to its MBA and undergraduate programs and with research skills that enable publication in the most prestigious outlets, that include the ability to generate external support for research, and that permit teaching and mentoring of doctoral students

The College will offer salaries that are competitive with PAC 10 business schools and peer business schools (other large, comprehensive public schools of business).

The College's goal is to offer professorships to no fewer than 20% of its most prestigious and highly qualified faculty.

The College will aggressively recruit women and minority faculty in order to increase gender and ethnic diversity.

The College will provide summer research grants that support publication in the most prestigious journals, that enhance faculty members' access to external grants and contracts, and that contribute to faculty members' capability of implementing the five mission themes in their teaching.

Students

Strategy. The College will recruit, retain and graduate highly qualified and diverse students.

The College will increase its honors program to include approximately 5% of its undergraduate majors.

Recruitment of highly qualified students will necessitate that it provide endowed scholarships to approximately 20% of its students.

The College will establish procedures via its Academic Access Program in order to recruit and retain women and minority students, and its goal will be to graduate an undergraduate class with 15% minority students, and a MBA class with 20% minority students.

The College will maintain a limited number of relationships with educational institutions outside the U. S. (including programs of ASU's International Programs Office, the American Graduate School of International Management's (AGSIM) international campuses, and selected institutions with a relationship with the College of Business) for study by MBA and undergraduate students.

Undergraduate Programs

Strategy. The College is committed to quality undergraduate education with a limited number of undergraduate programs of national distinction along with a broad range of options for the study of undergraduate business.

The faculty makes a commitment to a curriculum that is based in the best current research and practice, that builds an understanding and commitment to quality in its students, that is global in its application, that prepares managers for managing ethically in a diverse organization, that builds critical skills (e.g., communication, team, leadership, interpersonal, and analytical), and that builds a general managerial perspective thru its integrative aspects.

The College will employ information technology in order to enhance the quality of the classroom experience as well as teach business students state of the art information technology skills, and the College makes a commitment to assure that CIS 200 provides a sound foundation in information technology upon which subsequent skills can be built.

The faculty will use multi-disciplinary, self-managed teams to improve continuously the quality of the undergraduate program.

The College will use active and cooperative learning, supported by computer-assisted multimedia, as a primary pedagogy.

The College will provide adequate advising centrally as well as within its academic units to assure that students make reasonable progress toward their educational and career objectives.

The College will offer a one hour course in the senior year in order to assist students in building appropriate career-related skills.

The College anticipates that its undergraduate programs of national distinction will be primarily in the core areas of the College. Already, its programs in accountancy, marketing and purchasing are well rated by students and recruiters. The College anticipates that other areas will be selected based on market opportunities and strengths of the College.

MBA

Strategy. The College is committed to offering a nationally recognized, full-time MBA program that is among the best of those offered by public schools of business and that will serve as a focal point for national recognition for the College. The College is also committed to Evening and Executive programs of comparable quality.

The Day MBA Program will be designed to provide an intensive first-year experience and a flexible second-year experience with a variety of options including pursuit of joint College of Business degrees (e.g., health administration, accountancy, taxation, economics, and computer information systems), the Master of International Management (MIM) at AGSIM, study at non-U. S. business programs, or an intensive concentration of specialized electives, including courses from areas such as business, engineering, art and architecture, languages, etc.

The day MBA will recruit nationally for full-time students who are committed to an intensive two year experience, who have at least two years of work experience, who have a strong commitment to managerial careers, and who possess the academic record and interpersonal skills consistent with managerial success.

Placement services will be enhanced in order to bring to campus a sufficient number of national and international recruiters of MBAs for internships and job placement.

The Evening MBA, designed to be the most highly valued local program, will recruit students within the Phoenix area who are committed to managerial careers, who have begun to take on managerial responsibilities, and who possess the record and skills associated with managerial success. Classes will be equivalent in quality to those offered in the Day MBA but with cases, projects, etc. adapted to the students.

The Executive MBA, designed to be the most highly valued in the region, will recruit students who possess upper management potential and who possess the record and skills consistent with managerial success. Classes will be of a quality consistent with outstanding executive education with cases, projects, etc. adapted to the students.

The College will employ information technology in order to enhance the quality of the classroom experience as well as teach MBAs state of the art information technology skills as they are applied to management.

The faculty will use multi-disciplinary, self-managed teams to improve continuously the MBA Programs.

The College makes a commitment to the use of active and cooperative learning, integrative, realistic educational experiences, the inclusion of the five mission themes in the curriculum, and the encouragement of a general managerial perspective that is embedded in ethical considerations.

The College will only support professionally-oriented master's degrees that meet demonstrable demand while enlarging elective offerings in the MBA.

The College's MBA Program will serve as a model for changes to other professional degree programs, including the undergraduate program.

Research

Strategy. The College affirms its commitment to excellence in research and to a mission as a research school of business that takes responsibility for increasing our knowledge of business.

The faculty of the College recognize the role that research plays in faculty development, particularly in the renewal of knowledge that is taught in the classroom; therefore, the College makes a commitment to assure that research is equally valued with teaching in the promotion and tenure process.

The College will continue to place substantial emphasis on research that is published in the most prestigious journals in the field, but it will also recognize and reward faculty for obtaining external grants and contracts in support of their research. The faculty also recognizes the call for greater relevance in business education; therefore, it makes a commitment to allow greater recognition for good applied or practitioner-oriented journals, while maintaining a primary emphasis on premier publication outlets.

The Seidman Institute and its component centers and areas of emphasis will be charged with supporting research in selected areas via marketing and technical support that is designed to assure that the research is both meaningful to the business community and consistent with the research mission of the College as a contributor to the knowledge of business.

Doctoral Program

Strategy. The College is committed to graduating doctoral students who may be placed in competitive and very competitive research universities in the United States as well as in governmental and business positions that are primarily research-oriented.

The College will maintain doctoral programs in its most successful programs as one means to augment research productivity and external support for the unit's research.

The College recognizes that the demand for doctoral students in the traditional academic market will continue to decline for at least five years due to (1) the number of 18 year olds, (2) interest in studying business among undergraduates, (3) state budgets for hiring new faculty, and (4) changes in AACSB standards. Thus it recognizes that fewer doctoral students will be demanded in the next few years, and it also recognizes that, in order to support continued replacement of faculty, the College must reduce the number of doctoral students supported by state funds.

In order to assure appropriate placement of students, faculty will interview potential doctoral students about their research aptitude, teaching aptitude, communication skills, and aspirations for placement.

The College appreciates that there are limitations to what can be accomplished during the normal four year doctoral program; yet it recognizes that graduates should possess a general managerial perspective. Therefore, the College will prefer students who already possess the MBA degree and previous managerial experience.

In order to assure that students possess appropriate research skills, the College will encourage the use of College-wide methods and statistics courses, engage students in significant research projects, and provide support via non-state grants and contracts.

In order to build teaching skills among its students, the College will require that students take a course in teaching pedagogy (emphasizing cooperative and active learning) during the first year of study, students receive at least one year's support with teaching responsibilities, teaching evaluations (along with research) become a part of the annual review for continuation, and students be used as teaching assistants during their first year in MBA core courses.

Economic Development

Strategy. The College is committed to a partnership with the business community that results in its research and teaching contributing to the knowledge about business, the management of business, and regional economic development.

The Seidman Institute will be charged with serving as a "port-of-entry" for research interest inquiries to the College, serving as the organizational means for managing existing centers and areas of research emphasis, providing support to faculty in the preparation of grant proposals and the management of grants, and marketing the research capability of the faculty to business and government

The Seidman Institute will be charged with developing business/industry research clusters around the industry-university cooperative model provided by the National Science Foundation and focusing on the clusters defined by the Arizona Strategic Plan for Economic Development (ASPED) and the Governor's Strategic Partnership for Economic development (GSPED)

The Seidman Institute will be charged with maintaining a strong relationship with the business community via advisory groups associated with the Seidman Institute and its component research centers and areas.

The Seidman Institute will be charged with managing executive education for the College, including developing and marketing courses and programs using primarily faculty from the College of Business

The Seidman Institute will be charged with being a profit center for the College.

Organizational Development

Strategy. The College makes a commitment to an organizational structure, reward system, and operational procedures that are designed to implement the strategies and tactics associated with the pursuit of its vision and the realization of its mission.

The College makes a commitment to revising tenure and promotion documents in order to insure that excellent teaching is valued and that teaching and research are treated as necessary conditions for tenure and promotion, such that promotion and tenure are awarded to individuals demonstrably committed to both instructional and research excellence. The College endorses the report of the Commission on The Place of Teaching in the University that states, "ASU's paradigm professional profile is that of an individual demonstrably committed to both instructional and research excellence. Except in the most unusual circumstances, one-dimensional profiles - whether in respect to instruction or research - are unacceptable."

The College will use multi-disciplinary teams of faculty associated with its undergraduate program, its MBA programs, and its doctoral program, and their purpose will be to assure that there is continuous improvement in the quality of the programs.

The College makes a commitment to revising the annual evaluation process to permit emphasis by tenured faculty (usually at the rank of Professor) on excellent teaching and/or excellent research, depending upon the skills of the faculty member and the needs of the College. While recognizing that faculty rewards are often associated with professional commitment, the College recognizes the need to reward faculty for institutional commitment as well.

The College will implement its admission plan, allowing it to allocate its teaching resources among its MBA programs, its doctoral program and its undergraduate majors and, with a lower priority, its minor, designed for students who may work in business after graduation but who do not qualify for admission to the College of Business or who opt for majors other than business.

The College is committed to innovation and development in teaching as well as research. Necessarily its faculty workload must recognize the time required for these commitments, and assignments and expectations must be adjusted accordingly.

The College makes a commitment to assure that its students have the necessary classes to graduate in a reasonable amount of time, subject to the constraints that classes must usually have no fewer than 15 undergraduate students or 10 master's level students. Further, the College makes a commitment that 80% of its sections will be taught by full-time, tenure track faculty; thus academic units will strive to offer at least two sections taught by tenure track faculty members.

Chairs will be expected to work with faculty to assure that their teaching assignments and their relative emphasis for the purposes of annual evaluations and promotion and tenure are designed to assure stability over a two year period.

Chairs will be charged with developing, in cooperation with the appropriate Associate Dean, individual programs to improve the performance of faculty who are not meeting expectations for teaching and research. The College only retains faculty who meet expectations for teaching, research, and institutional commitment.

Associate Deans will be charged with evaluating (and chairs will be charged with incorporating the evaluations) the contribution of the faculty team members who are assigned teaching responsibilities in the core undergraduate and MBA programs.

Associate Deans will be charged with evaluating (and the Dean will be charged with incorporating the evaluations) the contributions of chairs to the respective programs of the College: MBA, undergraduate, doctoral, and the Seidman Research Institute.

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A STRATEGIC PLAN
FOR THE FUTURE



ARIZONA STATE

COLLEGE
of
BUSINESS

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About ASU Business Partners

ASU Business Partners is a process that began in 1991. It represents the efforts of over 40 distinguished representatives from the business community working closely with 47 faculty members and students from both undergraduate and graduate programs.

Organized under the direction of the Dean's Council of 100, the goal of ASU Business Partners was to create a strategic plan for the College that would result in a model "business school of the future." Part of the mission was to assess the impact of a changing business environment on professional education and research programs.

Customer-oriented surveys were conducted with students, recruiters, graduates and employers. The Steering Committee created a vision for the College and five individual task forces developed strategies for fulfilling the mission defined by ASU Business Partners. The result is a set of shared values and goals that will focus the human and institutional resources of the College for years to come.



A Strategic Plan for the Future

ARIZONA STATE
COLLEGE
" /
BUSINESS

**"The faculty's
commitment to
excellence in education
permits the kind of
challenging process
represented by
Business Partners."**



The College of Business has made great strides since its founding more than 30 years ago. Emerging as a high quality research school of business, the College is among the largest in the country. Contributing enormously to the College's success have been its many close relationships with the business community through organizations like the Dean's Council of 100. Throughout its growth, the College has emphasized quality in education and is now recognized among the nation's top 50 business schools.

While these accomplishments are notable, continued vigilance is required. Today and tomorrow, business education will involve:

- research that is as meaningful as it is rigorous,
- teaching that provides students with skills as well as functional business knowledge, and
- professional education programs that are responsive to the community.

These standards for business education emanate from a variety of sources — the business community, Arizona taxpayers, the new standards for business accreditation, ASU President Lattie Coor and, most importantly, students themselves. They emanate as well from the faculty. The faculty's commitment to excellence in education permits the kind of challenging process represented by Business Partners.

Business Partners was undertaken as an effort to develop a challenging vision, construct an appropriate and responsive strategic plan, and define the resources that will be necessary to realize that vision. The name — Business Partners — reflects a fundamental value for service to the community.

As you read the highlights of the Business Partners' plan, I invite you to reflect on the real commitment made by the faculty. It is a commitment to continuous improvement through teams of faculty, students and community representatives to assure excellence in business education in Arizona.

Larry E. Penley
Dean, College of Business

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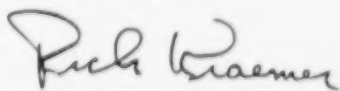
A great metropolitan area cannot succeed without outstanding higher education. It is clear that the economic development interests of Arizona and the Phoenix metropolitan area are intimately tied to the quality of its major university — Arizona State University. Among the critical aspects of higher education in the twenty-first century will be the quality of ASU's professional schools such as the College of Business.

I undertook leadership of the Business Partners planning process because of my commitment to the economic development of Arizona, the role that business education plays in that development, and a personal belief in and commitment to higher education. My experience has proven that this commitment is no mistake; Business Partners is a model of cooperation among faculty, students and members of the business community.

The Business Partners' plan represents a commitment of the College of Business to quality and the total quality process. It has helped lead the faculty of the College to focus on its customers — students, employers and the Arizona community. It has established baseline measures of customer satisfaction. It has introduced the continuous improvement process using cross-disciplinary teams that is so critical to higher quality, improved education and scholarship.

The challenge now is implementation. I encourage you to read the highlights of the Business Partners plan. They represent a strategic plan that will improve managerial education in Arizona.

This is a plan that can make a difference to ASU and Arizona.



Richard C. Kraemer
President, UDC Homes, Inc.

"The Business Partners' plan represents a commitment of the College of Business to quality and the total quality process."



CORE OBJECTIVES

The mission of the College of Business is to expand knowledge and educate men and women for managerial leadership in a world characterized by demands for continuous improvements in quality; rapid advances in information technology; a work force of ethnic, cultural and gender diversity; the need for employees with practical skills and an understanding of global markets.

The values implicit in our mission provide the foundation for our goals and strategic plan.



The College of Business and its partners are committed to continuous improvements in QUALITY.

Quality begins with human resources:

STUDENTS

- Our goal is to aggressively recruit and educate outstanding students who are qualified to assume positions of managerial leadership in the future.

Achieving that goal requires that we offer highly qualified high school and community college students the same levels of scholarship support being offered by other comparable universities. While 40% of the graduates from the ASU Honors College are business students, we need more of the nation's "best and brightest" to choose ASU.

FACULTY

- Our goal is to recruit and support an internationally recognized faculty committed to teaching, scholarship and the economic development of the communities we serve.

Success in the future means we have to offer salaries that are closer to other PAC 10 and peer business schools. The advantages of our Southwestern lifestyle may seem to support some salary disparity, but not in the amount we currently encounter. We cannot attract or retain the quality of talent we need at current salary levels.

Quality also requires that we respond to the specific educational needs of the community:

UNDERGRADUATE PROGRAMS

The College has already developed highly ranked programs in accountancy, marketing and purchasing.

- The goal is to continue the rise to national prominence by focusing on a limited number of market-driven degree programs supported by a range of multi-disciplinary options.



Responsiveness means that we will deliver the classes that students need to graduate in a reasonable amount of time, and ensure that 80% of our classes are taught by full time tenure track faculty.

GRADUATE PROGRAMS

The MBA Day Program is among the top 50 in the nation according to *U.S. News and World Report* and *Business Week*. It combines an intensive first year with a flexible second year that encourages specialized concentrations and joint degrees.

- The goal is to ensure that same quality of experience in our Evening and Executive MBA programs.

The MBA Day Program provides a continual pool of new management talent by recruiting qualified students nationwide. The Evening and Executive Programs offer seasoned middle and upper managers the opportunity to upgrade critical skills. Together they represent a solid investment in Arizona's future.

The Doctoral Program contributes to the research profile of faculty and helps assure that the College can address research questions essential to economic development.

- A goal is to place doctoral students in the best business schools and most prestigious research programs.

75% of ASU's enrollment is upper division and graduate level students. All students enrolled in a professional program at the College of Business are upper division and graduate level.

2

The College of Business and its partners are committed to educating students who are prepared to manage a work force of ethnic, cultural and gender DIVERSITY.



Managing the work force of the future has little to do with political correctness. It has everything to do with understanding and valuing the people with whom we share the community.

The College has already established the Academic Access Program — a highly visible and accessible delivery

system that provides minority students with advising, mentoring, scholarship and financial aid support.

- The goal is to expand that effort and to aggressively recruit both students and faculty of ethnic, cultural and gender diversity.

Achieving that goal means that women and minority faculty must receive equal opportunities for advancement. It means that women and minority students will be provided with the role models and support programs they need to ensure success in the academic community and graduation into the work force.

In the future, 58% of all new entrants into the work force will be Black, Asian and Hispanic. By the year 2000, half of that work force will be women.

3

The College of Business and its partners are committed to providing students with an educational environment reflecting the importance and impact of INFORMATION TECHNOLOGY.

About 90% of our scientific knowledge has been generated in the last 30 years and the knowledge pool will double by the end of the century.

Managing information and learning to use it more effectively have become as vital to the classroom as the conference room.

The College has already established lower division courses such as introductory Computer Information Systems to ensure that all students develop the appropriate technical foundation.

However, preparing students for success in today's business environment means that we must provide them with more



than computing skills. They must be able to manage information and navigate the information highways. By upgrading our facilities to reflect advances in visualization, interactive tools

and multi-media systems — we will provide students with advanced skills of value to the community.

- The goal is to use computing technology, via mediated learning environments, to facilitate learning in ways that develop higher order cognitive skills.

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The College of Business and its partners are committed to an academic curriculum that combines rigorous theoretical knowledge with the development of practical SKILLS.

Within the next five years, the percentage of jobs requiring post-secondary training for entry level positions will jump from 50% to 75%.

The more we reduce the gap between education and application, the more valuable our students become in the work force.

The College is committed to using active and cooperative learning supported by computer-assisted multi-media as a primary pedagogy.

- The goal is to provide students in all programs with opportunities to develop a full range of oral and written communication skills, teaming skills, problem solving and leadership skills.



Success means that we will make College-wide curriculum changes in keeping with those already made in Accountancy and the MBA Program. The new model curriculum in the School of Accountancy, funded by a grant from the Accounting Education Change Commission, demonstrates how technology can be used to

facilitate learning. The introductory Accounting 250 course is now 99% computer based using highly interactive, visual software that will soon be marketed nationwide. This computer laboratory focuses on skills, including the interpretation of financial information.

Core courses in our MBA Program are now taught by faculty teams, students are completing projects with applications in multiple disciplines, student performance is graded by multiple faculty members, and business people from the community are being integrated into the classroom as evaluators.

5

The College of Business and its partners are committed to GLOBALIZATION.

We have entered an era of global markets, global economies and global problems.

- The goal is to provide our students with the multi-disciplinary studies and experiences that will prepare them for the challenges of global management.



Achieving that goal means that we will continue to develop relationships with educational institutions outside the U.S. We will ensure that students at both undergraduate and graduate levels have the opportunity for cross-cultural studies. We will also expand our placement services to bring more national and international recruiters to campus for both internships and job placement.

If compelled to single out one determinant of U.S. competitiveness in the era of the global and technology-based economy, we would choose education.

— The National Science Board

6

The College of Business and its partners are committed to EXCELLENCE IN TEACHING.

- The goal is to hire, retain and promote faculty with teaching skills appropriate to the quality and methodology of our programs.



While salary is a primary incentive, the professional academic also values an environment that nurtures good students. Our organizational structure will reflect our commitment to teaching and our reward system will include the traditional mechanisms that support professional excellence — endowed professorships, summer research grants, and sufficient time to advise and mentor students.

7

The College of Business and its partners are committed to meaningful RESEARCH.

New knowledge creates a flow of benefits that can be transferred to both the classroom and the business community.

- The goal is to ensure that our research agenda expands theoretical knowledge through publication in the most respected journals, and
- assures a closer link between new knowledge and practice via external support for research projects and doctoral students.

Accomplishing these goals requires that we retain and promote faculty with outstanding research skills. It also requires that we utilize the Seidman Institute as an accessible port of entry for the business community. The Institute will identify critical capabilities available in the research talent of the faculty and graduate students, provide management and communications support, and facilitate the transfer of new knowledge from academic to business environments.

8

The College of Business and its partners are committed to the COMMUNITY.

- The goal is to ensure that our education and research programs are of demonstrable value to the owners of our institutions — the communities we serve.



Achieving that goal means that we will strengthen the communication that we have with business/industry via our advisory groups. Our research clusters will reflect the industry/university cooperative model provided by the National Science Foundation and will focus on the economic clusters defined by the Arizona Strategic Plan for Economic Development (ASPED) and the Governor's Strategic Partnership for Economic Development (GSPED).

IMPLEMENTATION

To carry out the goals identified by ASU Business Partners, the College of Business relies on the continued support, consultation and involvement of its many partners.

Dean's Council of 100

Mission:

- Provide advisory support.
- Provide funding for faculty summer research grants and classroom enrichment.
- Attract nationally known business and government leaders to campus.

Economic Club of Phoenix

Mission:

- Foster the discussion of economic and business issues among academic, business, and government sectors.
- Disseminate information on rapidly changing national and international issues.
- Strengthen the economic development base of the metropolitan area while enhancing the professional development of members.

Council of Emeritus Advisors

Mission:

- Attract nationally known business leaders to campus.
- Serve as guest lecturers.
- Assist in securing financial support for special programs from foundations.
- Encourage corporations to recruit College of Business students.

Dean's Board of Excellence

Mission:

- Develop support base for the Dean.
- Provide the Dean with consultation.
- Enhance the professional development of members.

College of Business Alumni Association

Mission:

- Support higher education through scholarships, internships, faculty and student recruiting and retention programs.

Hispanic Business Alumni Association

Mission:

- Support higher education among Hispanics through scholarship funding, internships, faculty and student recruiting and retention programs.

MBA Council

Mission:

- Support the development of the highest quality MBA programs.

Accounting Circle Board of Directors

Arizona Real Estate Center Advisory Board

Center for Financial System Research Advisory Board

First Interstate Center for Services Marketing Charter Members

Lincoln Center for Ethics Advisory Board

Purchasing and Logistics Management Advisory Council

School of Accountancy Professional Advisory Board

The David Kinser Panel of Visitors (School of Health Administration and Policy)

In particular, the College recognizes the contributions and dedication of the ASU Business Partners.

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